Maths strand cycle St Stephen's 2025-26.Key: Blue= KPIs from previous year, Purple = suggested warm-up coverage, Green= lesson coverage, Yellow= suggested measure coverage See small steps progression for teaching sequence.

<table>
<tr><td colspan="8">Term 1</td><td></td></tr>
<tr><td>Year group</td><td>Wk 1</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td><td>Wk 7</td><td>Wk 8</td></tr>
<tr><td>4</td><td colspan="8">Place value, including decimals

Year 3 KPIs:
• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
• compare and order numbers up to 1000
• identify, represent and estimate numbers using different representations
• read and write numbers up to 1000 in numerals and in words
• solve number problems and practical problems involving these ideas.

Warm-up coverage:
• count from 0 in multiples of 4, 8, 50 and 100
• count in multiples of 6, 7, 9, 25 and 1000

Lesson coverage:
• find 1000 more or less than a given number
• count backwards through zero to include negative numbers
• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
• order and compare numbers beyond 1000
• identify, represent and estimate numbers using different representations
• round any number to the nearest 10, 100 or 1000
• solve number and practical problems that involve all of the above and with increasingly large positive numbers

In Use it incorporating relevant strands of measure from previous years. (CPA)
• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
• recognise and write decimal equivalents of any number of tenths or hundredths
• round decimals with one decimal place to the nearest whole number

compare numbers with the same number of decimal places up to two decimal places</td></tr>
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<table>
<tr><td colspan="8">Term 2</td></tr>
<tr><td>Year group</td><td colspan="2">Wk 1</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td><td>Wk 7</td></tr>
<tr><td>4</td><td>Conferencing/Fluency</td><td colspan="6">Place value, including decimals

Year 3 KPIs:
• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
• compare and order numbers up to 1000
• identify, represent and estimate numbers using different representations
• read and write numbers up to 1000 in numerals and in words
• solve number problems and practical problems involving these ideas.

Warm-up coverage:
• count from 0 in multiples of 4, 8, 50 and 100
• count in multiples of 6, 7, 9, 25 and 1000</td></tr>
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		Lesson coverage: • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers In Use it incorporating relevant strands of measure from previous years. (CPA) • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • recognise and write decimal equivalents of any number of tenths or hundredths • round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places

Term 3							
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	
4	**Conferencing/Fluency**	**Place value, including decimals** **Year 3 KPIs:** • **count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number** • **recognise the place value of each digit in a three-digit number (hundreds, tens, ones)** • **compare and order numbers up to 1000** • **identify, represent and estimate numbers using different representations** • **read and write numbers up to 1000 in numerals and in words**				**Addition and Subtraction, including decimals** **Year 3 KPIs:** • **add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds** • **add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction** • **estimate the answer to a calculation and use inverse operations to check answers** • **solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.** **Warm-up coverage:** • add and subtract numbers mentally, including:	

		● **solve number problems and practical problems involving these ideas.** **Warm-up coverage:** ● count from 0 in multiples of 4, 8, 50 and 100 ● count in multiples of 6, 7, 9, 25 and 1000 **Lesson coverage:** ● find 1000 more or less than a given number ● count backwards through zero to include negative numbers ● recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ● order and compare numbers beyond 1000 ● identify, represent and estimate numbers using different representations ● round any number to the nearest 10, 100 or 1000 ● solve number and practical problems that involve all of the above and with increasingly large positive numbers In Use it incorporating relevant strands of measure from previous years. (CPA) ● measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ● recognise and write decimal equivalents of any number of tenths or hundredths ● round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places	- a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds **Lesson coverage:** ● add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ● estimate and use inverse operations to check answers to a calculation ● solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. In Use it incorporating relevant strands of measure from previous years. (CPA) ● measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) add and subtract amounts of money to give change, using both £ and p in practical contexts

Term 4							
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	

4	**Conferencing/Fluency**	**Multiplication and Division** **Year 3 KPIs:** ● **recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables** ● **write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods** ● **solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Warm-up coverage:** ● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ● recall multiplication and division facts for multiplication tables up to 12 × 12 ● use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers **Lesson coverage:** ● recognise and use factor pairs and commutativity in mental calculations ● multiply two-digit and three-digit numbers by a one-digit number using formal written layout ● solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ● find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths **Teach a block of measure** within this block so children have an understanding of measures so in uses it measure can be incorporated. (CPA) ● Convert between different units of measure [for example, kilometre to metre; hour to minute]

Term 5					
Year group	Wk 1	Wk 2	Wk3	Wk 4	Wk 5
4	**Conferencing/Fluency (include revision of shape here)**	**Fractions (Decimals)** **Year 3 KPIs:** ● **count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10** ● **recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators** ● **recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 7 5 + 7 1 = 7 6] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.** **Warm-up coverage:** ● count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ● count up and down in hundredths **Lesson coverage:** ● recognise and show, using diagrams, families of common equivalent fractions ● solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ● add and subtract fractions with the same denominator ● recognise and write decimal equivalents of any number of tenths or hundredths ● recognise and write decimal equivalents to 4 1, 2 1, 4 3 ● find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ● round decimals with one decimal place to the nearest whole number ● compare numbers with the same number of decimal places up to two decimal places ● solve simple measure and money problems involving fractions and decimals to two decimal places. ●			**Measure** **Year 3 KPSs:** ● **measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)** ● **measure the perimeter of simple 2-D shapes** ● **add and subtract amounts of money to give change, using both £ and p in practical contexts** **Warm-up coverage:** ● know the number of seconds in a minute and the number of days in each month, year and leap year **Lesson coverage:** ● Convert between different units of measure [for example, kilometre to metre; hour to minute] ● measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ● find the area of rectilinear shapes by counting squares ● estimate, compare and calculate different measures, including money in pounds and pence Consolidation of 4 operations through measure. ●

Term 6							
Year group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
4	**Measure** **Year 3 KPSs:** ● **measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)** ● **measure the perimeter of simple 2-D shapes** ● **add and subtract amounts of money to give change, using both £ and p in practical contexts** **Warm-up coverage:** ● know the number of seconds in a minute and the number of days in each month, year and leap year **Lesson coverage:**		**Geometry – shape** Year 3 KPIs: ● draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ● recognise angles as a property of shape or a description of a turn ● identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify	**NFER**	**Time** **Year 3 KPIs:** ● **tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks** ● **estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight** ● **know the number of seconds in a minute and the number of days in each month, year and leap year** ● **compare durations of events [for example to calculate the time taken by particular events or tasks].**		**Geometry – position & direction** **Lesson coverage:** ● describe positions on a 2-D grid as coordinates in the first quadrant ● describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.

	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence Consolidation of 4 operations through measure.	whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Lesson coverage:** • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.		**Year 4 KPIs:** • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	

Roman numerals to be taught as part of Romans enquiry: read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.